

# Executive Summary School Accountability Report Card, 2007-08

## For University High School

**Address:** 2355 East Keats, M/S UH 134, Fresno, Ca. 93740  
**Principal:** James Bushman

**Phone:** 559-278-8263  
**Grade Span:** 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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University High School is a 9th –12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated college preparatory education to approximately 400 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

### Student Enrollment

| Group                            | Enrollment |
|----------------------------------|------------|
| Number of students               | 394        |
| African American                 | 1.02%      |
| American Indian or Alaska Native | 0.00%      |
| Asian                            | 11.42%     |
| Filipino                         | 4.31%      |
| Hispanic or Latino               | 15.99%     |
| Pacific Islander                 | 0.00%      |
| White (not Hispanic)             | 61.68%     |
| Multiple or No Response          | 5.58%      |
| Socioeconomically Disadvantaged  | 4.00%      |
| English Learners                 | 0.00%      |
| Students with Disabilities       | 0.00%      |

### Teachers

| Indicator  | Teachers |
|--|----------|
| Teachers with full credential                        | 17%      |
| Teachers without full credential                     | 3%       |
| Teachers Teaching Outside Subject Area of Competence | 0%       |
| Misassignments of Teachers of English Learners       | 0%       |
| Total Teacher Misassignments                         | 0%       |

### School Facilities

#### Summary of Most Recent Site Inspection

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University High School is in its 9th year of operations working in portable and modular units. Construction of a new facility is planned during the 1st quarter of 2009. Move-in to these facilities is anticipated for the spring of 2010. Maintenance and upkeep of the current facilities are still monitored and they provide a safe workable space for instruction. Mobile Modular serves as our vendor to provide needed repairs and Fresno State Plant operations provides daily janitorial services and are available for minor repair issues. No renovations of the portable facilities are planned since adequate space is available for current and anticipated student enrollment.

## Repairs Needed

Wall board repair in classrooms.

## Corrective Actions Taken or Planned

Walls to be repaired during the summer of 2009.

## Curriculum and Instructional Materials

| Core Curriculum Areas                      | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts                      | 0%  |
| Mathematics                                | 0%  |
| Science                                    | 0%  |
| History-Social Science                     | 0%  |
| Foreign Language                           | 0%  |
| Health                                     | 0%  |
| Visual and Performing Arts                 | 0%  |
| Science Laboratory Equipment (grades 9-12) | 0%  |

## School Finances

| Level       | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$6,769  |
| District    | -  |
| State       | \$5,300  |

## Student Performance

| Subject                | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts  | 93%   |
| Mathematics            | 44%   |
| Science                | 62%   |
| History-Social Science | 78%   |

## Academic Progress

| Indicator   | Result |
|---|--------|
| 2008 Growth API Score (from 2008 Growth API Report) | 898    |
| Statewide Rank (from 2007 Base API Report)          | 10     |
| 2008-09 Program Improvement Status (PI Year)        | NA     |

## School Completion

| Indicator       | Result |
|-----------------|--------|
| Graduation Rate | 94.9%  |

## Postsecondary Preparation

| Measures   | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma                         | 0%      |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 82.4%   |

# School Accountability Report Card Reported for School Year 2007-08 *Published During 2008-09*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School                  |                        | District              |                      |
|-------------------------|------------------------|-----------------------|----------------------|
| <b>School Name</b>      | UNIVERSITY HIGH SCHOOL | <b>District Name</b>  | FRESNO UNIFIED       |
| <b>Street</b>           | 2355 E. KEATS          | <b>Phone Number</b>   | 559-457-3000         |
| <b>City, State, Zip</b> | FRESNO, CA, 93740      | <b>Web Site</b>       | WWW.FRESNO.K12.CA.US |
| <b>Phone Number</b>     | 559-278-8263           | <b>Superintendent</b> | MICHAEL HANSON       |
| <b>Principal</b>        | DR. JAMES BUSHMAN      | <b>E-mail Address</b> | -                    |
| <b>E-mail Address</b>   | JBUSHMAN@CSUFRESNO.EDU | <b>CDS Code</b>       | 10-62166-0114553     |

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The mission of University High School is to provide an accelerated college preparatory education with a special focus on music. Students receive a strong foundation in music and in the liberal arts and sciences in a small school environment while benefiting from the opportunities available on a large public university campus.

### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

UHS believes educating a child is a community endeavor that only happens when parents, students and a school staff work together on behalf of the student. UHS is small and our capacity to offer the multitude of programs we have, only happens if we receive parent support.

Parents are encouraged to get involved with school operations. UHS has its own parent booster group the "Phoenix Alliance" and parent can join. The Phoenix Alliance provides support and sponsors many school related activities like Magic of the Arts, school concerts, Baccalaureate, Open House, etc. But parents do not have to join an organization to help. UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer with what they can.

UHS does its best to communicate with parents so we can be as transparent as possible. Individual student attendance and grades can be accessed online by the parents of each student. The school website includes a comprehensive view of our school. Daily bulletins are sent to parents via email, and regular notices from the school sent via mail and email serve to fill in any information gaps.

### [Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 120                |
| Grade 10                | 99                 |
| Grade 11                | 90                 |
| Grade 12                | 85                 |
| Ungraded Secondary      | 0                  |
| <b>Total Enrollment</b> | <b>394</b>         |

### [Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| African American                 | 1.02%                       |
| American Indian or Alaska Native | 0%                          |
| Asian                            | 11.42%                      |
| Filipino                         | 4.31%                       |
| Hispanic or Latino               | 15.99%                      |
| Pacific Islander                 | 0%                          |
| White (not Hispanic)             | 61.68%                      |
| Multiple or No Response          | 5.58%                       |
| Socioeconomically Disadvantaged  | 4%                          |
| English Learners                 | 0%                          |
| Students with Disabilities       | 0%                          |

### [Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject        | 2005-06         |                      |       | 2006-07 |                 |                      | 2007-08 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 21.6            | 10                   | 4     |         | -               | -                    | -       | -   | 22.2            | 8                    | 10    |     |
| Mathematics    | 23.3            | 2                    | 11    |         | -               | -                    | -       | -   | 23.1            | 8                    | 7     | 1   |
| Science        | 22.1            | 6                    | 8     |         | -               | -                    | -       | -   | 21.6            | 8                    | 6     |     |
| Social Science | 20.5            | 2                    | 2     |         | -               | -                    | -       | -   | 21.8            | 5                    | 3     |     |

### III. School Climate

#### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Each year UHS revises and updates our school safety plan. This plan is designed to provide a blueprint for a crisis response. All staff members are trained to response to a number of emergencies from outside occurrences such as fires, earthquakes, and unwelcome intruders to individual 'first aid' issues.

#### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate               | School  |         |         | District |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2005-06 | 2006-07 | 2007-08 | 2005-06  | 2006-07 | 2007-08 |
| <b>Suspensions</b> | 4.8     | 6.9     | 5.3     | 23.4     | 21.6    | 34.6    |
| <b>Expulsions</b>  | 0       | 0       | 0       | 0.8      | 0.8     | 0.8     |

### IV. School Facilities

#### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

University High School is in its 9<sup>th</sup> year of operations working in portable and modular units. Construction of a new facility is planned during the 1<sup>st</sup> quarter of 2009. Move-in to these facilities is anticipated for the spring of 2010. Maintenance and upkeep of the current facilities are still monitored and they provide a safe workable space for instruction. Mobile Modular serves as our vendor to provide needed repairs and Fresno State Plant operations provides daily janitorial services and are available for minor repair issues. No renovations of the portable facilities are planned since adequate space is available for current and anticipated student enrollment.

#### [School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|--|
|  | Good          | Fair | Poor |  |
| <b>Gas Leaks</b>                                       | x             |      |      |  |
| <b>Mechanical Systems</b>                              | x             |      |      |  |
| <b>Windows/Doors/Gates (interior and exterior)</b>     | x             |      |      |  |
| <b>Interior Surfaces (walls, floors, and ceilings)</b> |               | x    |      | Work order submitted for summer repairs    |
| <b>Hazardous Materials (interior and exterior)</b>     | x             |      |      |  |
| <b>Structural Damage</b>                               | x             |      |      |  |
| <b>Fire Safety</b>                                     | x             |      |      |  |
| <b>Electrical (interior and exterior)</b>              | x             |      |      |  |
| <b>Pest/Vermin Infestation</b>                         |               | x    |      | Traps and bait applied when needed         |
| <b>Restrooms</b>                                       | X             |      |      |  |
| <b>Sewer</b>   | X             |      |      |  |
| <b>Roofs</b>   |               |      |      |  |
| <b>Overall Cleanliness</b>                             |               |      |      |  |
| <b>Storage</b>   |               | X    |      | Will be improved with move to new facility |

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected  | Facility Condition |      |      |      |
|-----------------|--------------------|------|------|------|
|                 | Exemplary          | Good | Fair | Poor |
| Overall Summary |                    | x    |      |      |

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2005-06 | 2006-07 | 2007-08 | 2007-08  |
| With Full Credential                        | 16      | -       | 17      | 3975     |
| Without Full Credential                     | 8       | -       | 3       | 77       |
| Teaching Outside Subject Area of Competence | 0       | 0       | 0       | n/a      |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator                                      | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes              | Percent of Classes In Core Academic Subjects |                                       |
|----------------------------------|--|---------------------------------------|
|                                  | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| This School                      | 100.0  | 0.0                                   |
| All Schools in District          | 83.2   | 16.8                                  |
| High-Poverty Schools in District | 82.0   | 18.0                                  |
| Low-Poverty Schools in District  | 93.5   | 6.5                                   |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                              | 1.8                              | 225   |
| Library Media Teacher (Librarian)               | 0                                | n/a   |
| Library Media Services Staff (paraprofessional) | 0                                | n/a   |
| Psychologist                                    | 0                                | n/a   |
| Social Worker                                   | 0                                | n/a   |
| Nurse   | 0                                | n/a   |
| Speech/Language/Hearing Specialist              | 0                                | n/a   |
| Resource Specialist (non-teaching)              | 0                                | n/a   |
| Other   | 0                                | n/a   |

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area                       | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts                      | sufficient   | 0   |
| Mathematics                                | sufficient   | 0   |
| Science                                    | sufficient   | 0   |
| History-Social Science                     | sufficient   | 0   |
| Foreign Language                           | sufficient   | 0   |
| Health                                     | sufficient   | 0   |
| Visual and Performing Arts                 | sufficient   | 0   |
| Science Laboratory Equipment (grades 9-12) | sufficient   | 0   |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                                   | \$6769                       | \$500                                 | \$7269                         | \$55605                |
| District                                      | n/a                          | n/a                                   | -                              | \$59815                |
| Percent Difference – School Site and District | n/a                          | n/a                                   | -                              | -7.0%                  |
| State   | n/a                          | n/a                                   | \$5300                         | \$65008                |
| Percent Difference – School Site and State    | n/a                          | n/a                                   | +37.1%                         | -14.5%                 |

### [Teacher and Administrative Salaries \(Fiscal Year 2006-07\)](#)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                 | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$35461         | \$40721                                      |
| Mid-Range Teacher Salary | \$58865         | \$65190                                      |
| Highest Teacher Salary   | \$68170         | \$84151                                      |

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.  
*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### [CST Results for All Students – Three-Year Comparison](#)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2005-06 | 2006-07 | 2007-08 | 2005-06  | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts  | 90      | 92      | 93      | 27       | 29      | 32      | 42      | 43      | 46      |
| Mathematics            | 43      | 46      | 44      | 27       | 28      | 32      | 40      | 40      | 43      |
| Science                | 55      | 61      | 62      | 21       | 24      | 32      | 35      | 38      | 46      |
| History-Social Science | 74      | 68      | 78      | 22       | 22      | 25      | 33      | 33      | 36      |

### [CST Results by Student Group – Most Recent Year](#)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.



| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| African American                              | *   | *           | *       | *                      |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   | 95  | 59          | 62      | 81                     |
| Filipino                                      | 86  | 43          | *       | *                      |
| Hispanic or Latino                            | 84  | 32          | 28      | 61                     |
| Pacific Islander                              | *   | *           | *       | *                      |
| White (not Hispanic)                          | 95  | 45          | 71      | 81                     |
| Male  | 94  | 55          | 83      | 89                     |
| Female  | 92  | 35          | 48      | 70                     |
| Economically Disadvantaged                    | 79  | 36          | *       | *                      |
| English Learners                              | *   | *           | *       | *                      |
| Students with Disabilities                    |   |             |         |                        |
| Students Receiving Migrant Education Services |   |             |         |                        |

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### [CAHSEE Results by Performance Level for All Students – Three-Year Comparison](#)

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject               | School  |         |         | District |         |         | State   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2005-06 | 2006-07 | 2007-08 | 2005-06  | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | -       | -       | 93.3    | -        | -       | 41.3    | -       | -       | 52.9    |
| Mathematics           | -       | -       | 88.8    | -        | -       | 45.3    | -       | -       | 51.3    |

### [CAHSEE Results by Performance Level for Student Groups – Most Recent Year](#)

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Group                            | English-Language Arts |            |          | Mathematics    |            |          |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
|                                  | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students                     | 6.7                   | 48.9       | 44.4     | 11.2           | 42.7       | 46.1     |
| African American                 | *                     | *          | *        | *              | *          | *        |
| American Indian or Alaska Native | *                     | *          | *        | *              | *          | *        |
| Asian                            | 6.2                   | 56.2       | 37.5     | 12.5           | 25.0       | 62.5     |
| Filipino                         | *                     | *          | *        | *              | *          | *        |
| Hispanic or Latino               | 17.6                  | 47.1       | 35.3     | 23.5           | 47.1       | 29.4     |
| Pacific Islander                 | *                     | *          | *        | *              | *          | *        |
| White (not Hispanic)             | 4.0                   | 44.0       | 52.0     | 8.2            | 46.9       | 44.9     |

|  |     |      |      |      |      |      |
|--|-----|------|------|------|------|------|
| <b>Male</b>  | 5.4 | 51.4 | 43.2 | 13.9 | 22.2 | 63.9 |
| <b>Female</b>  | 7.5 | 47.2 | 45.3 | 9.4  | 56.6 | 34.0 |
| <b>Economically Disadvantaged</b>                    | *   | *    | *    | *    | *    | *    |
| <b>English Learners</b>                              | *   | *    | *    | *    | *    | *    |
| <b>Students with Disabilities</b>                    | *   | *    | *    | *    | *    | *    |
| <b>Students Receiving Migrant Education Services</b> | *   | *    | *    | *    | *    | *    |

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| <b>Grade Level</b> | <b>Percent of Students Meeting Healthy Fitness Zones</b> |
|--------------------|--|
| 5                  | *  |
| 7                  | *  |
| 9                  | 70.8   |

## **X. Accountability**

### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| <b>API Rank</b>        | <b>2005</b> | <b>2006</b> | <b>2007</b> |
|------------------------|-------------|-------------|-------------|
| <b>Statewide</b>       | 10          | 10          | -           |
| <b>Similar Schools</b> | 9           | 9           | -           |

### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group                            | Actual API Change |         |         | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
|                                  | 2005-06           | 2006-07 | 2007-08 | 2008             |
| All Students at the School       | N/A               | N/A     | B       | 898              |
| African American                 | N/A               | N/A     |         |                  |
| American Indian or Alaska Native | N/A               | N/A     |         |                  |
| Asian                            | N/A               | N/A     |         |                  |
| Filipino                         | N/A               | N/A     |         |                  |
| Hispanic or Latino               | N/A               | N/A     |         |                  |
| Pacific Islander                 | N/A               | N/A     |         |                  |
| White (not Hispanic)             | N/A               | N/A     |         | 906              |
| Socioeconomically Disadvantaged  | N/A               | N/A     |         |                  |
| English Learners                 | N/A               | N/A     |         |                  |
| Students with Disabilities       | n/a               |         |         |                  |

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | YES    | NO       |
| Participation Rate - English-Language Arts | YES    | YES      |
| Participation Rate - Mathematics           | YES    | YES      |
| Percent Proficient - English-Language Arts | YES    | NO       |
| Percent Proficient - Mathematics           | YES    | NO       |
| API  | YES    | YES      |
| Graduation Rate                            | YES    | YES      |

### [Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          | N/A    | IN PI     |
| First Year of Program Improvement                   | N/A    | 2004-2005 |
| Year in Program Improvement                         | N/A    | YEAR 3    |
| Number of Schools Currently in Program Improvement  | N/A    | 61        |
| Percent of Schools Currently in Program Improvement | N/A    | 58.1      |

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

#### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator                    | School  |         |         | District |         |         | State   |         |         |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                              | 2004-05 | 2005-06 | 2006-07 | 2004-05  | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| <b>Dropout Rate (1-year)</b> |         |         |         | 4.0      | 4.6     | 7.9     | 3.1     | 3.5     | 4.4     |
| <b>Graduation Rate</b>       |         |         | 94.9    | 76.3     | 79.0    | 74.7    | 85.0    | 83.0    | 79.5    |

#### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. *Note: "N/A" means that the student group is not numerically significant.*

| Group                                   | Graduating Class of 2008 |          |       |
|---|--------------------------|----------|-------|
|   | School                   | District | State |
| <b>All Students</b>                     | 100%                     | -        | N/A   |
| <b>African American</b>                 | N/A                      | -        | N/A   |
| <b>American Indian or Alaska Native</b> | N/A                      | -        | N/A   |
| <b>Asian</b>                            | 100%                     | -        | N/A   |
| <b>Filipino</b>                         | N/A                      | -        | N/A   |
| <b>Hispanic or Latino</b>               | 100%                     | -        | N/A   |
| <b>Pacific Islander</b>                 | N/A                      | -        | N/A   |
| <b>White (not Hispanic)</b>             | 100%                     | -        | N/A   |
| <b>Socioeconomically Disadvantaged</b>  | N/A                      | -        | N/A   |
| <b>English Learners</b>                 | N/A                      | -        | N/A   |
| <b>Students with Disabilities</b>       | N/A                      | -        | N/A   |

[Courses for University of California and/or California State University Admission \(School Year 2007-08\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure   | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission        | 79.4    |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 82.4    |

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject                  | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science         | 0                            | n/a                               |
| English                  | 2                            | 30.7                              |
| Fine and Performing Arts | 1                            | 8.6                               |
| Foreign Language         | 0                            | n/a                               |
| Mathematics              | 2                            | 16.8                              |
| Science                  | 0                            | n/a                               |
| Social Science           | 3                            | 25.9                              |
| All courses              | 8                            | 33.2                              |

## **XII. Instructional Planning and Scheduling**

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

UHS believes professional development serves a vital function towards maintaining teacher excellence. UHS teachers engage is three days of school sponsored professional development before school begins in August of each year. During the school year teachers will spend an additional 14 hours including one-full day before the second semester begins in January.

But professional development has to be more than just school driven. At UHS each teacher creates their own individualized professional development plan to meet their own needs. This year some teachers will attend conferences, some will be reading professional journals, and others will be visiting or observing their colleagues. Each teacher enacts this plan during the fall and early spring. Records of each teacher's efforts are kept on file.